

# Internal Quality Assurance Cell (IQAC)

## ST. PHILOMENA'S COLLEGE (Autonomous)

Affiliated to the University of Mysore

Mysuru – 570 015

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## **PARENTS' FEEDBACK ON CURRICULUM 2023–2024**

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### **Introduction**

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The IQAC team of the institution has collected feedback on the curriculum from all stakeholders as part of quality monitoring and quality assurance practices implemented in the institution.

Feedback from parents is collected as part of the annual stakeholder feedback cycle. Parents are key stakeholders whose perceptions of curriculum quality, teaching effectiveness, and institutional environment provide valuable external insight for continuous quality improvement.

Here the feedback given by parents on the curriculum is presented. The data is collected by using a questionnaire which contains 10 components of curriculum aspects. All the components were analyzed by using the SPSS software and the result was reviewed by the IQAC team.

Remarks, action taken report, and recommendations are prepared and forwarded to the management which is in turn forwarded to the relevant stakeholders.

The following is the analysis of several responses per question based on the mean value. A total of 254 parents participated in this feedback exercise across eight programmes — BSc, BCA, BCom, BA, BBA, BSW, B.Voc, and BTHM.

### **Survey Components**

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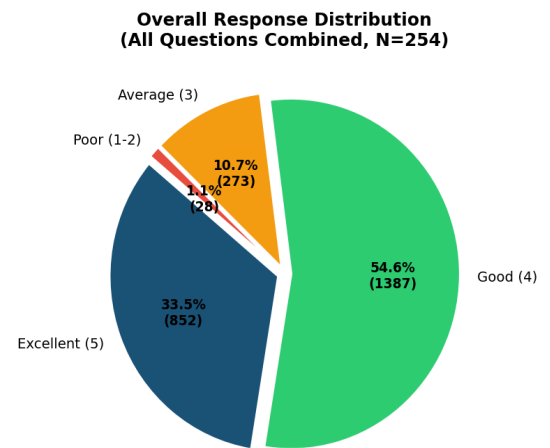
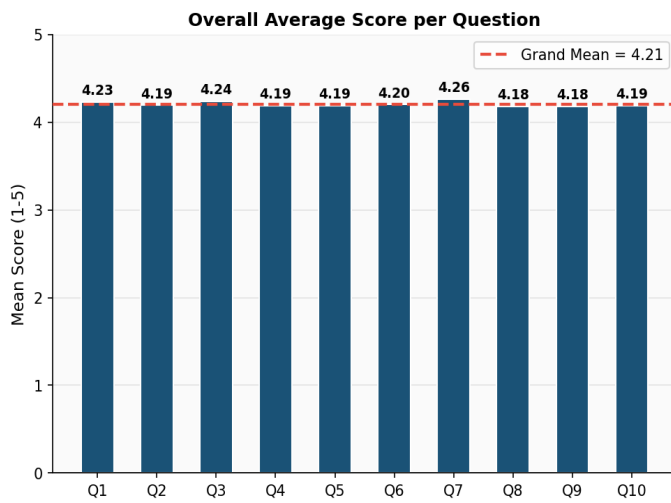
- 1. Flexibility of Programmes/Combinations/Languages offered by the college
- 2. Quality and Relevance of the courses included into the curriculum
- 3. Treatment of the students by the faculty irrespective of their background (Gender, Caste, Community, Creed etc) in teaching and evaluation
- 4. Academic ambience of the college for effective learning
- 5. Courses in terms of their relevance to the latest and/or future technologies
- 6. Programmes/courses in terms of skills and hands-on experience
- 7. Quality of teaching in institution
- 8. Outcome that your ward has achieved from the courses
- 9. Transparency of the evaluation system in the college
- 10. Transformation of your ward after the completion of the chosen course

## Parents' Response on Curriculum Activities in the College (2023–2024)

| Components  | N   | Mean        | Std. D | Excellent |      | Good  |      | Average |      | Poor  |     | Remarks / Action Taken |
|---|-----|-------------|--------|-----------|------|-------|------|---------|------|-------|-----|------------------------|
|   |     |             |        | Freq.     | %    | Freq. | %    | Freq.   | %    | Freq. | %   |                        |
| Flexibility of Programmes/Combinations/Languages offered by th... | 254 | <b>4.23</b> | 0.663  | 89        | 35.0 | 138   | 54.3 | 24      | 9.4  | 3     | 1.2 | Not Required           |
| Quality and Relevance of the courses included into the curricu... | 254 | <b>4.19</b> | 0.670  | 83        | 32.7 | 140   | 55.1 | 28      | 11.0 | 3     | 1.2 | Not Required           |
| Treatment of the students by the faculty irrespective of their... | 254 | <b>4.24</b> | 0.666  | 91        | 35.8 | 136   | 53.5 | 24      | 9.4  | 3     | 1.2 | Not Required           |
| Academic ambience of the college for effective learning           | 254 | <b>4.19</b> | 0.674  | 83        | 32.7 | 139   | 54.7 | 29      | 11.4 | 3     | 1.2 | Not Required           |
| Courses in terms of their relevance to the latest and/or futur... | 254 | <b>4.19</b> | 0.680  | 84        | 33.1 | 137   | 53.9 | 30      | 11.8 | 3     | 1.2 | Not Required           |
| Programmes/courses in terms of skills and hands-on experience     | 254 | <b>4.20</b> | 0.679  | 86        | 33.9 | 136   | 53.5 | 29      | 11.4 | 3     | 1.2 | Not Required           |
| Quality of teaching in institution                                | 254 | <b>4.26</b> | 0.645  | 94        | 37.0 | 134   | 52.8 | 25      | 9.8  | 1     | 0.4 | Not Required           |
| Outcome that your ward has achieved from the courses              | 254 | <b>4.18</b> | 0.646  | 77        | 30.3 | 149   | 58.7 | 25      | 9.8  | 3     | 1.2 | Not Required           |
| Transparency of the evaluation system in the college              | 254 | <b>4.18</b> | 0.664  | 80        | 31.5 | 143   | 56.3 | 28      | 11.0 | 3     | 1.2 | Not Required           |
| Transformation of your ward after the completion of the chosen... | 254 | <b>4.19</b> | 0.686  | 85        | 33.5 | 135   | 53.1 | 31      | 12.2 | 3     | 1.2 | Not Required           |

*Note: Components which have mean value > 3.0 do not require any action and will be considered as satisfactory feedback given by parents concerning various components of the curriculum.*

## Graphical Representation of Feedback on Curriculum — Overall Summary

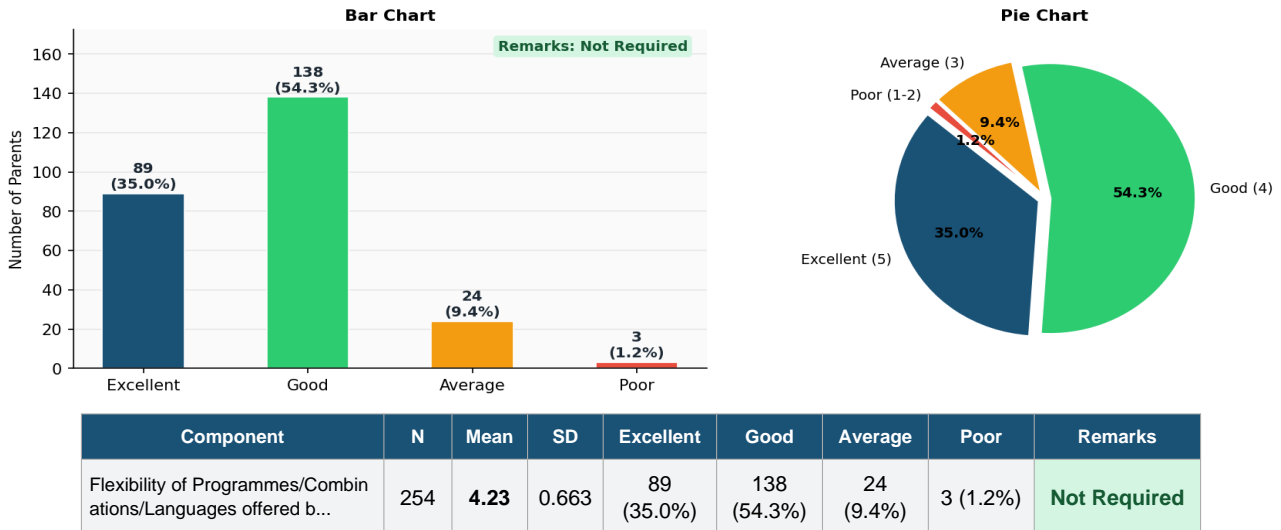


# Graphical Representation of Feedback — Individual Questions

## 1. Flexibility of Programmes/Combinations/Languages

Flexibility of Programmes/Combinations/Languages offered by the college

Q1: Flexibility of Programmes/Combinations/Languages | Mean=4.23 SD=0.663 N=254



With a mean score of 4.23 (SD = 0.663), parents express strong satisfaction with the flexibility of programmes, combinations, and languages offered. A total of 89 parents (35.0%) rated this Excellent and 138 (54.3%) Good, together accounting for 89.3% of all respondents.

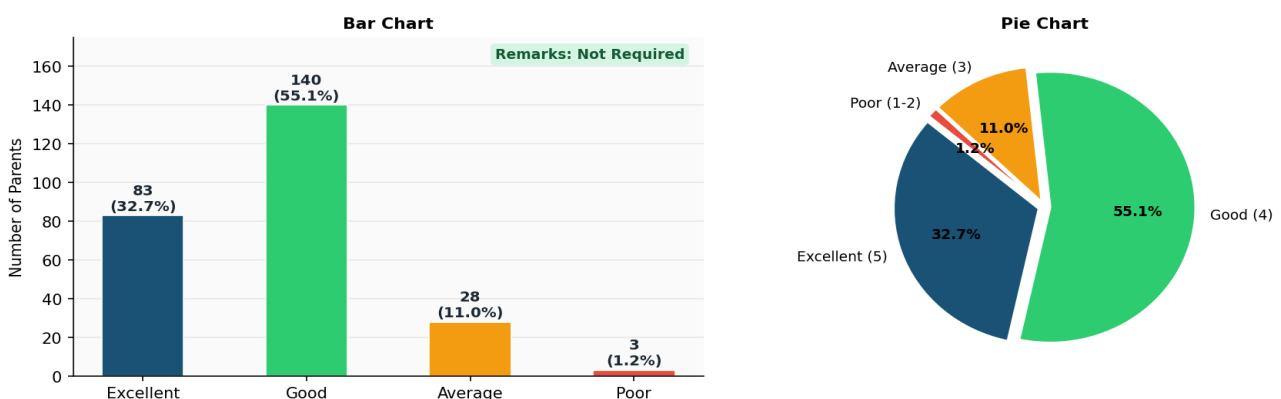
24 parents (9.4%) rated it Average and 3 parents (1.2%) rated it Poor. The high concentration of positive responses reflects parents' appreciation for the variety of academic choices available to their wards, and the institution's responsiveness to diverse academic interests.

Remarks: Not Required. The mean score of 4.23 is well above the satisfactory threshold. The institution should continue to expand programme flexibility and inter-disciplinary combinations in alignment with student and industry demand.

## 2. Quality and Relevance of Courses

Quality and Relevance of the courses included into the curriculum

Q2: Quality and Relevance of Courses | Mean=4.19 SD=0.670 N=254



| Component   | N   | Mean | SD    | Excellent  | Good        | Average    | Poor     | Remarks      |
|---|-----|------|-------|------------|-------------|------------|----------|--------------|
| Quality and Relevance of the courses included into the cur... | 254 | 4.19 | 0.670 | 83 (32.7%) | 140 (55.1%) | 28 (11.0%) | 3 (1.2%) | Not Required |

This component received a mean of 4.19 (SD = 0.670). 83 parents (32.7%) rated it Excellent and 140 (55.1%) Good — the highest Good-frequency among all ten questions — with a combined positive rating of 87.8%.

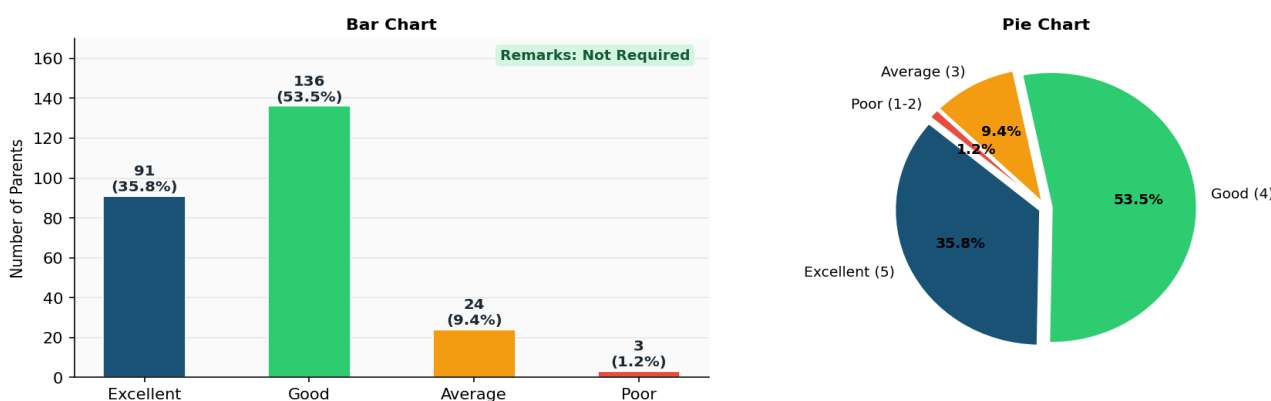
28 parents (11.0%) rated it Average and 3 (1.2%) Poor. Parents perceive the curriculum as contemporary, relevant, and well-suited to their children's needs. The 55.1% Good rating, the highest across all questions, indicates consistent and broad satisfaction.

Remarks: Not Required. Continued alignment with industry standards and periodic curriculum reviews will sustain this high satisfaction level.

### 3. Treatment of Students by Faculty

Treatment of the students by the faculty irrespective of their background (Gender, Caste, Community, Creed etc) in teaching and evaluation

Q3: Treatment of Students by Faculty | Mean=4.24 SD=0.666 N=254



| Component   | N   | Mean | SD    | Excellent  | Good        | Average   | Poor     | Remarks      |
|---|-----|------|-------|------------|-------------|-----------|----------|--------------|
| Treatment of the students by the faculty irrespective of t... | 254 | 4.24 | 0.666 | 91 (35.8%) | 136 (53.5%) | 24 (9.4%) | 3 (1.2%) | Not Required |

Q3 records the highest mean score of 4.24 (SD = 0.666), making it the top-rated component. 91 parents (35.8%) rated it Excellent and 136 (53.5%) Good — combined 89.3% positive. 24 parents (9.4%) rated it Average and 3 (1.2%) Poor.

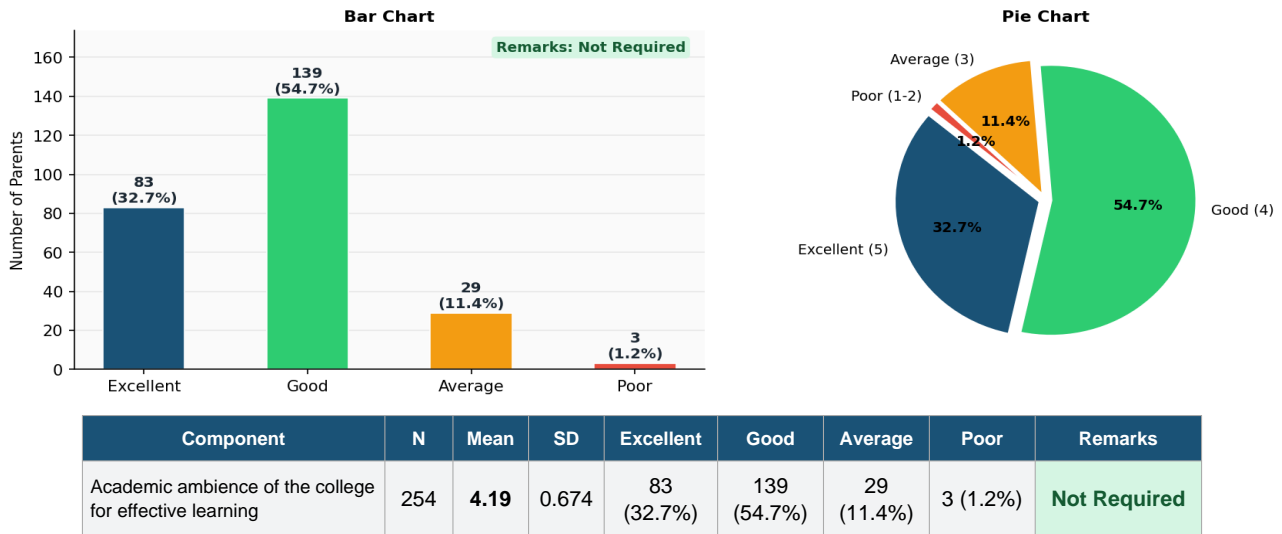
This result strongly affirms that parents trust the faculty's commitment to equitable and respectful treatment of students regardless of gender, caste, community, or creed — both in teaching and evaluation. This is especially significant given the diverse student population across eight programmes.

Remarks: Not Required. Equitable treatment and inclusive teaching remain a core institutional strength. The institution should continue faculty sensitisation programmes and maintain transparent evaluation processes.

## 4. Academic Ambience for Effective Learning

Academic ambience of the college for effective learning

Q4: Academic Ambience for Effective Learning | Mean=4.19 SD=0.674 N=254



Academic ambience received a mean of 4.19 (SD = 0.674). 83 parents (32.7%) rated it Excellent and 139 (54.7%) Good, giving a combined positive rating of 87.4%. 29 parents (11.4%) rated it Average and 3 (1.2%) Poor.

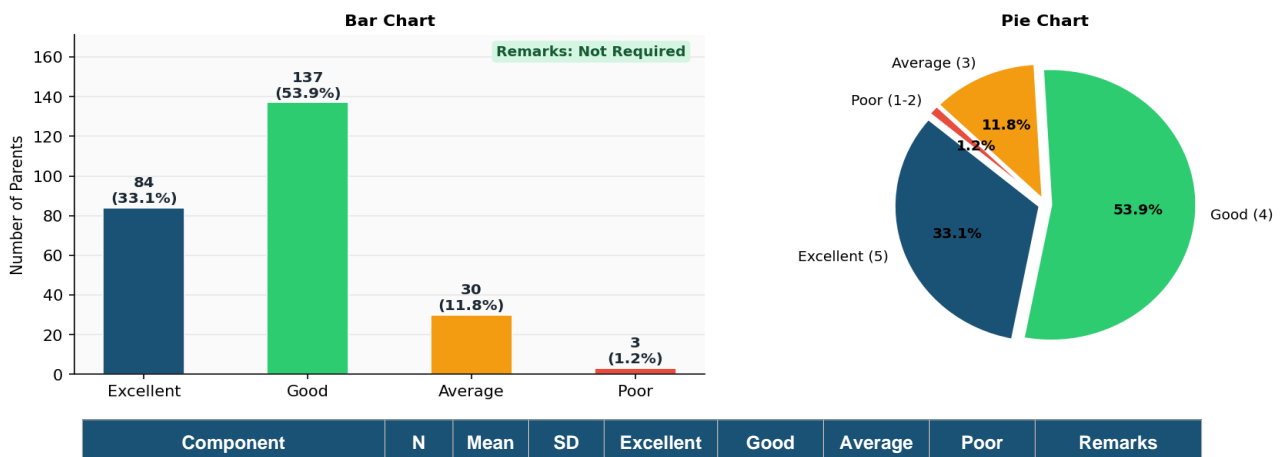
Parents perceive the college as providing a conducive environment for effective learning, encompassing infrastructure, discipline, peer culture, and academic atmosphere. The 11.4% Average response suggests a segment of parents see moderate room for enhancement in the learning environment.

Remarks: Not Required. The institution should continue investing in physical and academic infrastructure, including library facilities, digital learning resources, and safe learning spaces, to further strengthen the academic ambience.

## 5. Relevance to Latest/Future Technologies

Courses in terms of their relevance to the latest and/or future technologies

Q5: Relevance to Latest/Future Technologies | Mean=4.19 SD=0.680 N=254



|   |     |             |       |            |             |            |          |                     |
|---|-----|-------------|-------|------------|-------------|------------|----------|---------------------|
| Courses in terms of their relevance to the latest and/or f... | 254 | <b>4.19</b> | 0.680 | 84 (33.1%) | 137 (53.9%) | 30 (11.8%) | 3 (1.2%) | <b>Not Required</b> |
|---|-----|-------------|-------|------------|-------------|------------|----------|---------------------|

This component scores a mean of 4.19 (SD = 0.680). 84 parents (33.1%) rated it Excellent and 137 (53.9%) Good — combined 87.0% positive. 30 parents (11.8%) rated it Average and 3 (1.2%) Poor.

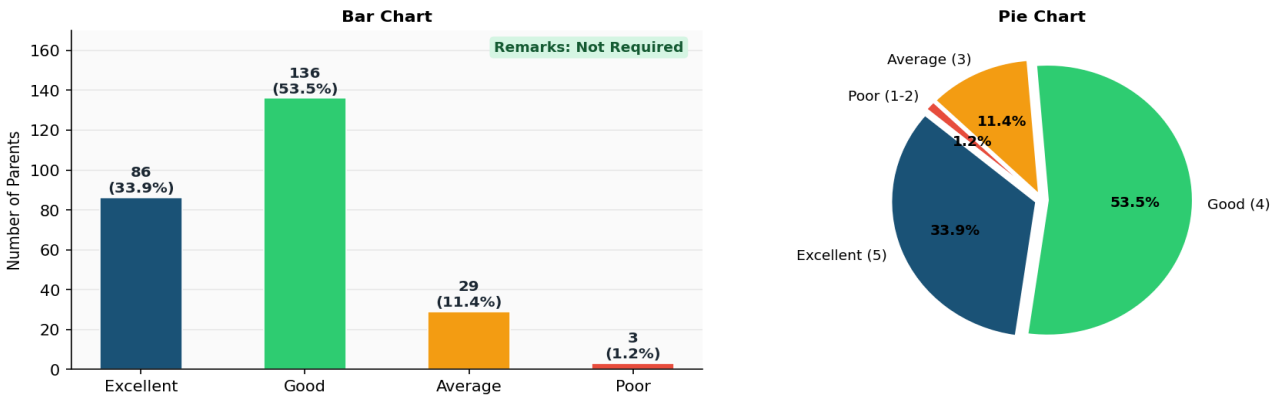
The 11.8% Average rating is the joint highest alongside Q10, indicating a small but notable segment of parents desire stronger integration of emerging and future technologies into the curriculum. In a rapidly evolving digital landscape, this perception is important to address.

Remarks: Not Required. The institution is encouraged to further integrate emerging technologies — such as artificial intelligence, data analytics, and industry-specific tools — into curriculum content across all programmes to sustain and improve this perception.

## 6. Skills and Hands-on Experience

*Programmes/courses in terms of skills and hands-on experience*

**Q6: Skills and Hands-on Experience | Mean=4.20 SD=0.679 N=254**



| Component   | N   | Mean        | SD    | Excellent  | Good        | Average    | Poor     | Remarks             |
|---|-----|-------------|-------|------------|-------------|------------|----------|---------------------|
| Programmes/courses in terms of skills and hands-on experie... | 254 | <b>4.20</b> | 0.679 | 86 (33.9%) | 136 (53.5%) | 29 (11.4%) | 3 (1.2%) | <b>Not Required</b> |

Q6 scores a mean of 4.20 (SD = 0.679). 86 parents (33.9%) rated it Excellent and 136 (53.5%) Good — combined 87.4% positive. 29 parents (11.4%) rated it Average and 3 (1.2%) Poor.

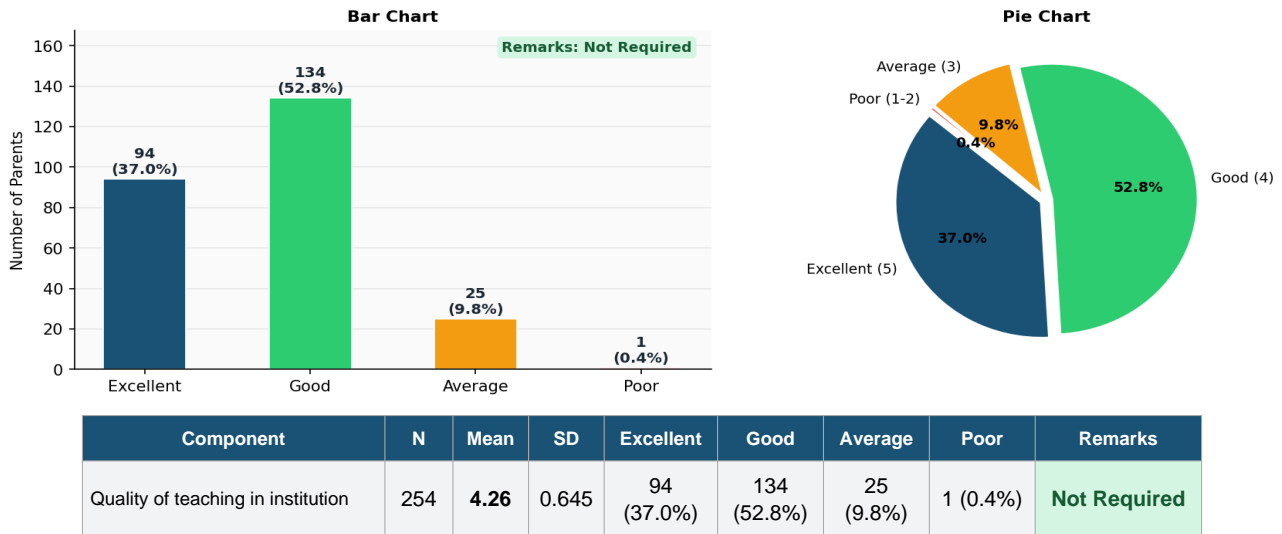
While the overall response is positive, the 11.4% Average and 1.2% Poor ratings suggest that a segment of parents feel the practical and hands-on components of the curriculum could be strengthened. Skills-based learning is increasingly critical for graduate employability.

Remarks: Not Required. The institution should explore expanding laboratory hours, industry projects, and skill-based workshops to enhance the practical learning experience, particularly in programmes where hands-on experience is critical for employability.

## 7. Quality of Teaching in Institution

Quality of teaching in institution

Q7: Quality of Teaching in Institution | Mean=4.26 SD=0.645 N=254



The quality of teaching is the second highest-rated component with a mean of 4.26 (SD = 0.645) — the lowest standard deviation among all questions, indicating the strongest consensus among parents. 94 parents (37.0%) rated it Excellent and 134 (52.8%) Good — combined 89.8% positive.

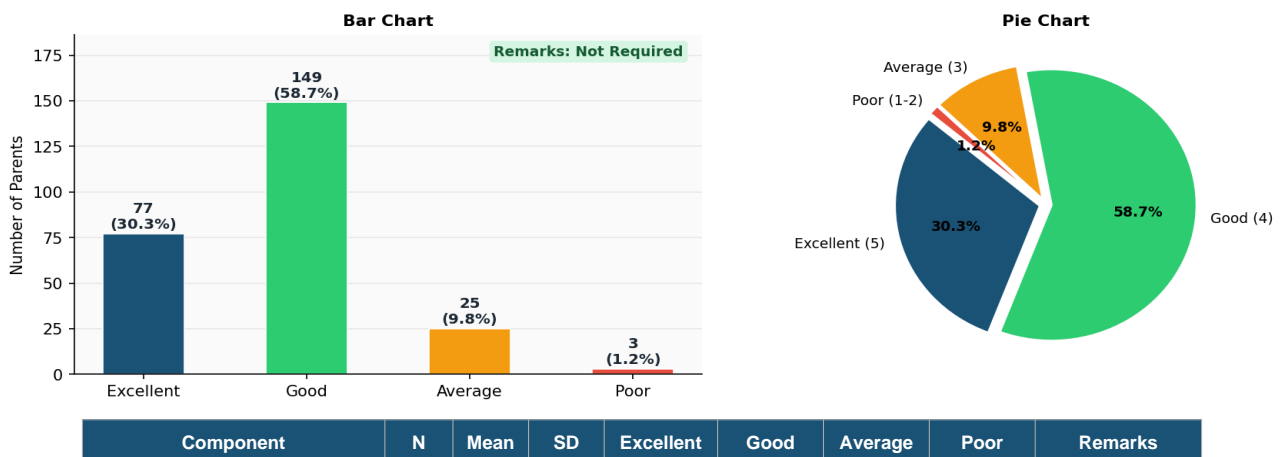
Only 25 parents (9.8%) rated it Average and just 1 parent (0.4%) rated it Poor — the lowest Poor count across all ten questions. This is a strong endorsement of faculty teaching quality from the parents' perspective, reinforced by direct observation of their wards' academic progress.

Remarks: Not Required. Faculty development programmes, mentoring systems, and pedagogical innovation should be continued to maintain this high standard. The near-zero Poor rating is a significant institutional achievement.

## 8. Outcome Achieved from the Courses

Outcome that your ward has achieved from the courses

Q8: Outcome Achieved from the Courses | Mean=4.18 SD=0.646 N=254



|  |     |             |       |            |             |           |          |                     |
|--|-----|-------------|-------|------------|-------------|-----------|----------|---------------------|
| Outcome that your ward has achieved from the courses | 254 | <b>4.18</b> | 0.646 | 77 (30.3%) | 149 (58.7%) | 25 (9.8%) | 3 (1.2%) | <b>Not Required</b> |
|--|-----|-------------|-------|------------|-------------|-----------|----------|---------------------|

This component received a mean of 4.18 (SD = 0.646) — the joint lowest mean alongside Q9, and the lowest standard deviation among questions with lower means, indicating consistent moderate-positive responses. 77 parents (30.3%) rated it Excellent — the lowest Excellent count across all questions.

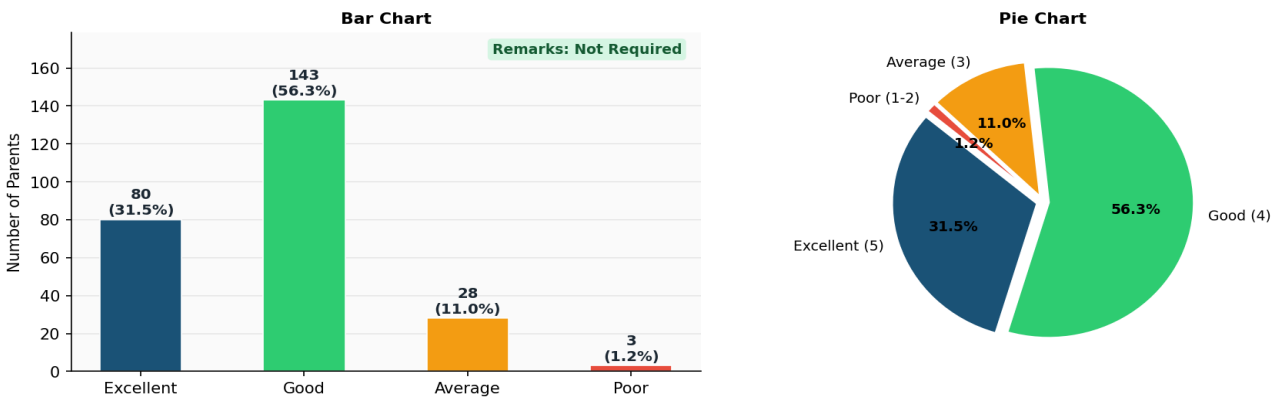
149 parents (58.7%) rated it Good — the highest Good-frequency of all ten questions. 25 parents (9.8%) rated it Average and 3 (1.2%) Poor. While the mean is slightly lower, the dominance of Good ratings suggests broad but not exceptional satisfaction with the outcomes their wards have achieved.

Remarks: Not Required. The institution should continue to document and communicate course outcomes to parents through parent-teacher meetings and progress reports. Strengthening outcome visibility will help convert Good perceptions to Excellent ratings in future surveys.

## 9. Transparency of the Evaluation System

*Transparency of the evaluation system in the college*

**Q9: Transparency of the Evaluation System | Mean=4.18 SD=0.664 N=254**



| Component  | N   | Mean        | SD    | Excellent  | Good        | Average    | Poor     | Remarks             |
|--|-----|-------------|-------|------------|-------------|------------|----------|---------------------|
| Transparency of the evaluation system in the college | 254 | <b>4.18</b> | 0.664 | 80 (31.5%) | 143 (56.3%) | 28 (11.0%) | 3 (1.2%) | <b>Not Required</b> |

Q9 records a joint lowest mean of 4.18 (SD = 0.664). 80 parents (31.5%) rated it Excellent and 143 (56.3%) Good — combined 87.8% positive. 28 parents (11.0%) rated it Average and 3 (1.2%) Poor.

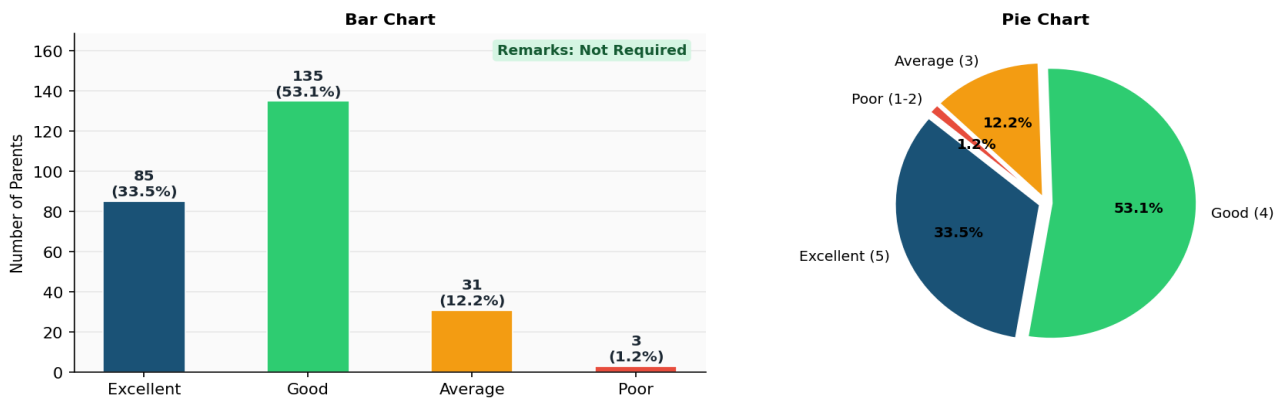
While the majority express confidence in the evaluation system, the 11.0% Average response suggests that some parents desire greater clarity on how assessments are conducted, marks awarded, and results communicated to them. Transparency in evaluation is a key driver of parent trust.

Remarks: Not Required. The institution should publish detailed assessment rubrics, conduct parent orientation sessions on evaluation processes, and ensure timely and transparent communication of results to address concerns and improve this rating.

## 10. Transformation of Ward after Course

Transformation of your ward after the completion of the chosen course

Q10: Transformation of Ward after Course | Mean=4.19 SD=0.686 N=254



| Component   | N   | Mean | SD    | Excellent  | Good        | Average    | Poor     | Remarks      |
|---|-----|------|-------|------------|-------------|------------|----------|--------------|
| Transformation of your ward after the completion of the ch... | 254 | 4.19 | 0.686 | 85 (33.5%) | 135 (53.1%) | 31 (12.2%) | 3 (1.2%) | Not Required |

The final component received a mean of 4.19 (SD = 0.686) — the highest standard deviation across all questions, indicating slightly more varied parent opinion on their wards' transformation. 85 parents (33.5%) rated it Excellent and 135 (53.1%) Good — combined 86.6% positive.

31 parents (12.2%) rated it Average — the highest Average count across all questions — and 3 (1.2%) rated it Poor. While the majority express positive perception of their wards' transformation, the higher Average count suggests that some parents feel the holistic development experience could be further strengthened.

Remarks: Not Required. The institution should continue to facilitate holistic student development through co-curricular activities, mentoring programmes, and value-based education. Sharing visible student transformation stories through newsletters and parent events will reinforce this perception.

## Conclusion

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Feedback analysis and action-taken reports are prepared by the IQAC and are conducted regularly for quality monitoring and quality assurance activity of the IQAC team of the institution.

Feedback is collected every year and reports are analyzed. The recommendations are also reviewed and appropriate actions are taken. The actions taken are noted in the IQAC Annual Quality Assurance Report (AQAR) and submitted in the yearly reports. In case there is any recommendation that requires detailed planning and effort to implement, the same is noted in the Plan of Action of IQAC for the subsequent year in the AQAR.

All ten components of the curriculum received a mean score above 4.0 on a five-point scale, reflecting highly positive feedback from 254 parents across eight programmes. The grand mean of 4.21 across all questions indicates that parents hold the institution's curriculum, teaching quality, and learning environment in very high regard.

The highest-rated component was the Quality of Teaching (Q7: Mean = 4.26), which also recorded the lowest standard deviation (0.645) — indicating the strongest consensus among parents. Treatment of Students by Faculty (Q3: Mean = 4.24) and Flexibility of Programmes (Q1: Mean = 4.23) were the next highest-rated components, reflecting strong parent confidence in the institution's inclusive teaching environment and academic diversity.

The Outcome Achieved from Courses (Q8: Mean = 4.18) and Transparency of the Evaluation System (Q9: Mean = 4.18) received the joint lowest mean scores, with Q10 — Transformation of Ward after Course — recording the highest standard deviation (0.686) and the highest Average count (12.2%). These findings suggest that while the majority of parents are satisfied, a segment desires greater visibility of student outcomes, clearer evaluation communication, and more pronounced evidence of holistic student transformation.

The IQAC recommends that the institution continue its annual parent feedback cycle, proactively communicate curriculum improvements and student achievements to parents, and strengthen outcome documentation and evaluation transparency. Progress against these recommendations will be tracked in the subsequent year's AQAR.

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**IQAC COORDINATOR**

**IQAC ANALYST**

**PRINCIPAL**